



## gtPATHWAYS COMPETENCY: CIVIC ENGAGEMENT

Required in gtPathways Categories: HI1, SS1, SS3, ?

### *Criteria for Civic Engagement*

Competency in civic engagement refers to actions wherein students participate in activities of personal and public concern that are both meaningful to the student and socially beneficial to the community. Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.)

### *Student Learning Outcomes (students should be able to...):*

#### Diversity of Communities and Cultures

- Discuss how their own attitudes and beliefs are compare to those of other cultures and communities.
- Exhibit curiosity about what can be learned from diversity of communities and cultures.

#### Civic Knowledge

- Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.

#### Civic Values and Commitment

- Create a personal value system that aligns with civic actions and addresses the responsibilities of an active citizen in society.
- Examine the role of established systems and structures that reproduce patterns of support and/or patterns of inequity over time.

#### Civic Communication

- Express, listen, and adapt ideas and/or messages based on others' perspectives.

#### Civic Reflection through Civic Action

- Reflect on one's participation in and contribution to civic activity.

#### \*Civic Context/Structures (suggested for service learning/enrichment programs/study abroad)

- Demonstrate the ability to work across and within community contexts and/or structures to achieve a civic aim.

**Comment [IKM1]:** SS3 faculty had some concerns about freedom to emphasize certain outcomes that are disciplinary appropriate. That freedom comes from not having to include all bullets (Student Learning Outcomes) in every SS3 course.

**Comment [IKM2]:** Concern expressed that we couldn't expect all students to engage in a civic project during the course of a semester (S&BS). You don't need to include this bullet (Student Learning Outcome) if it doesn't work for your class.





**CIVIC ENGAGEMENT RUBRIC**

*This rubric is meant to be an **optional** course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance criteria.*

	4	3	2	1
<b>Diversity of Communities and Cultures</b>	<p>Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures.</p> <p>Exhibits a high level of curiosity about what can be learned from diversity of communities and cultures. Promotes others' engagement with diversity.</p>	<p>Reflects on how one's own attitudes and beliefs can integrate and suggests ways to work within and learn from the diversity of communities and/or cultures.</p> <p>Exhibits curiosity about what can be learned from diversity of communities and cultures. Attempts to promote others' engagement with diversity.</p>	<p>Expresses an awareness that one's own attitudes and beliefs can co-exist (are different/similar) than those of other cultures and/or communities.</p> <p>Exhibits little curiosity about what can be learned from diversity of communities and cultures.</p>	<p>Only considers own personal values, motivations, and passions when discussing diversity of communities and/or cultures.</p> <p>Is indifferent or resistant to what can be learned from diversity of communities and cultures.</p>
<b>Civic Knowledge</b>	<p>Creates new personal meaning around civic knowledge from an academic study/field/discipline experience with deep and profound connections to one's own participation in civic life, politics, and government.</p>	<p>Integrates new civic knowledge from an academic study/field/discipline with meaningful connections to one's own participation in civic life, politics, and government.</p>	<p>Explains civic knowledge (facts, theories, etc.) from an academic study/field/discipline with limited connections to one's own participation in civic life, politics, and government.</p>	<p>Identifies civic knowledge (facts, theories, etc.) from an academic study/field/discipline with little connections to one's own participation in civic life, politics, and government.</p>



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<b>Civic Values and Commitment</b>	<p>Creates a personal value system that clearly aligns with civic actions and endorses the responsibilities of an active citizen in society while maintaining optimistic yet realistic assessment of the personal impact one can have on civic problems.</p> <p>Demonstrates a disposition to tactfully question and examine appropriate change in established systems.</p>	<p>Articulates one’s personal value system to make a difference in society and elaborates on the complexities of what it takes to do so.</p> <p>Articulates the need for examining the role of established systems and structures that reproduce patterns of support or injustice over time</p>	<p>Begins to develops a personal value system to examine how to make a difference in society and to examine how civic engagement addresses a civic problem.</p> <p>Explains that one wants to make a difference without elaborating on the complexities of what it takes to do so.</p>	<p>Identifies a disposition to the world that advocates addressing civic problems when asked to do so by an external source or authority. Limited evidence of personal investment in solving civic problems is demonstrated.</p>
<b>Civic Communication</b>	<p>Tailors communication strategies to effectively express ideas, listen to ideas, and adapt to ideas/messages based on others’ perspectives to establish relationships and further civic action.</p>	<p>Communicates in civic context, showing ability to do all of the following: express ideas, listen to ideas, and adapt to ideas/messages based on others’ perspectives.</p>	<p>Communicates in civic context, showing ability to do two of the following: express ideas, listen to ideas, and adapt to ideas/messages based on others’ perspectives.</p>	<p>Communicates in civic context, showing ability to do one of the following: express ideas, listen to ideas, and adapt to ideas/messages based on others’ perspectives.</p>
<b>Civic Reflection (through Civic Action)</b>	<p>Demonstrates independent experience of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one’s actions.</p>	<p>Demonstrates independent experience of civic action, with reflective insights or analysis about the aims and accomplishments of one’s actions.</p>	<p>Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.</p>	<p>Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.</p>



	4	3	2	1
<b>Civic Contexts/ Structures</b>	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	Experiments with civic contexts and structures, tries out a few to see what fits.

This rubric was adapted from the Association of American Colleges and Universities (AAC&U) VALUE rubrics and is also aligned with the Interstate Passport Initiative Learning Outcomes. The original VALUE rubrics may be accessed at <http://www.aacu.org/value-rubrics>. The Interstate Passport Initiative Learning Outcomes can be accessed at <http://www.wiche.edu/passport/learningOutcomesCriteria>.